DOCUMENT RESUME

ED 347 275 CE 061 212

TITLE	School-to-Work Transition: An Evaluation Report on 1990 Youth Employment and Training Programs.
INSTITUTION	Minnesota State Dept. of Jobs and Training, St. Paul.
PUB DATE	Jan 91
NOTE	45p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Basic Skills; Educational Legislation; Education Work Relationship; Federal Legislation; Federal Programs; High Schools; Job Skills; Program Descriptions; *Program Effectiveness; Program Evaluation; *Remedial Programs; State Legislation; State Programs; Student Participation; *Summer Programs; Work Experience; *Youth Employment; *Youth Programs
IDENTIFIERS	Job Training Partnership Act 1982; *Minnesota; *Summer Youth Employment Program

ABSTRACT

Funded by the federal government under Title II-B of the Job Training Partnership Act, Minnesota's 1990 Summer Youth Employment and Training Program (SYETP) served 6,138 young people. The state Minnesota Youth Program (MYP) was authorized by the Youth Employment Act of 1977 and delivered in conjunction with the federally funded SYETP. Surveys were conducted in four Service Delivery Areas (SDAs) during fall 1990. The surveys evaluated the remedial education component of the program by interviewing instructors and youth participants. In general, the summer remedial programs were designed to combine basic skills and job skills instruction for high-risk and economically disadvantaged students and potential dropouts. They focused on teaching self-worth and personal responsibility. Participants in all four programs were paid, some for work and some for both class time and work. Reactions to the programs were generally positive. Each of the programs is described and the one or two appendixes that follow these narratives may include achievement test scores, evaluation results, and course descriptions. Appendixes to the report, as a whole, amounting to approximately one-half of the document, include SYETP and MYP statewide summaries of participant characteristics; statistical profiles of the young people served by SYETP and MYP in the 17 SDA programs--total participants, age groups, race/ethnic groups, education group, at-risk group, program activity; SDA service delivery map; and SDA local information. (YLB)

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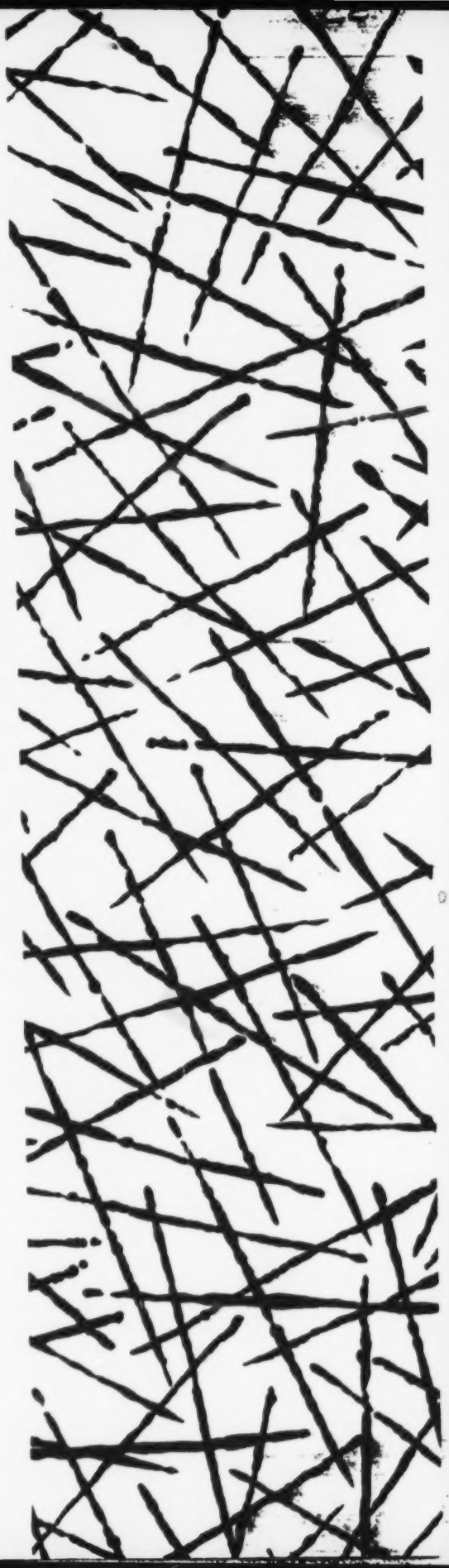
School-to-Work Transition: An Evaluation Report on 1990 Youth Employment and Training Programs



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Introduction

This report provides an overview of the Summer Youth Employment and Training Program (SYETP), funded under the federal Job Training Partnership Act (JTPA) and the state Minnesota Youth Program (MYP). In addition to highlights from selected programs, the report gives statistical profiles of the young people served, program costs and results achieved.

The report is based on surveys conducted in four Service Delivery Areas (SDAs) during the fall of 1990. The surveys were designed to evaluate the remedial education component of the program by interviewing instructors and youth participants. Interview topics included program goals, targeting and recruitment of participants, service delivery, curricula, assessment and incentives. The surveys were field tested last year at four other SDAs and those results were published in the 1989 *Report to the Legislature*. The 1990 interviews are testimonies to the progress and accomplishments being made in the SYETP and MYP programs.

The focus on remedial education results from recent changes in JTPA legislation. In response to growing concerns about deficiencies in workers' basic education skills, Congress enacted amendments to JTPA in 1986 that broadened the purpose of SYETP. Beginning in the summer of 1987, the federal government required employment and training service providers to determine the reading and math skill levels of eligible youth and to provide remedial education in combination with summer work experience. MYP funds used for remedial education are part of the $500,000 appropriated by the Minnesota Legislature to provide school-to-work transition services to youth at risk of dropping out of school.

Minnesota Service Delivery Areas (SDAs) have responded to the state and federal mandates by designing programs which in general:

- Combine basic skills and job skills instruction;
- Provide individualized attention and low student to teacher ratios;
- Teach self-worth and personal responsibility;
- Create a support network of counselors, mentors and advocates;
- Form partnerships with local educational agencies;
- Build linkages with education, human services, corrections, labor, community -based organizations and the private sector

Unfortunately, federal funding for the JTPA program decreased sharply this year and will be reduced further in 1991. This has meant that SDAs have had to rely more heavily on state MYP funds and to combine funding from various sources. SDA staff said MYP funds are crucial to serving youth at risk of dropping out of school. In many cases, resources from the two youth programs provide the **only** opportunity for these young people to get remedial education and help with basic skills.

For more detailed information regarding the youth employment and training programs described in this report, contact your local coordinator, listed on the last page, or:

Kay Tracy or Karen Kingsley
State Job Training Office
Minnesota Department of Jobs and Training
690 American Center Building
150 East Kellogg Boulevard
St. Paul, MN 55101
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The Job Training Partnership Act Title IIB
Summer Youth Employment and Training Program

Funded by the federal government under Title II-B of the Job Training Partnership Act (JTPA), Minnesota's 1990 Summer Youth Employment and Training Program (SYETP) served 6,138 young people.

Nationwide, $619 million — $100 million less than last year — was appropriated for 1990 summer programs. Minnesota received $7.5 million for SYETP programs, a cut of $300,000 from 1989. Federal funding for Minnesota was reduced by 25 percent in 1986-87 and declined by an additional 5.5 percent in 1989 and 6.7 percent in 1990.

SYETP stresses:

- Close cooperation by program providers with other agencies and organizations that work with young people, such as schools, law enforcement agencies and chemical dependency programs;
- Strengthening basic mathematics and reading skills of participants;
- Reaching at-risk young people and enabling them to finish their high school educations while gaining exposure to the working world.

Youth programs funded under the SYETP umbrella are planned locally to meet the needs of youth and employers in regions of the state known as Service Delivery Areas (SDAs). Private Industry Councils (PICs), whose members include elected officials, employers, educators and labor and community leaders, plan the programs and ensure that they are effective tools for employers and residents of the community.

Minnesota Youth Program

The Minnesota Youth Program (MYP) is authorized by the Youth Employment Act of 1977 — Minnesota Statutes, Sections 268.31 to 268.36.

The base allocation for the MYP is $4.7 million — $2.35 million per year. In the last session, the Minnesota Legislature appropriated an additional $500,000 a year for the biennium to expand the program with a School-To-Work Transition component for young people ages 14 through 21. Transition services may include counseling, case management, basic education skills training, remedial education, mentors and tutors.

The MYP is delivered in conjunction with the federally-funded SYETP. Both programs:

- Enhance the basic educational skills of youth ages 14 to 21;
- Encourage school completion and enrollment in supplementary or alternative school programs; and
- Provide low-income and other at-risk youth with exposure to the world of work.

To better serve youth with basic skill deficits and target limited resources to those most in need of services, the Minnesota Legislature approved statutory changes in 1988 which:

- Define and target at-risk youth for expanded MYP services;
- Provide the flexibility to offer year-round service;
- Address the youth literacy problem by linking remedial education to work experience.

Cuts in JTPA funding and increasing restrictions on the use of that funding have put a heavier burden on the MYP in recent years. Since JTPA funding is limited to economically disadvantaged youth, local program operators are using their Minnesota Youth Program funds to serve a percentage of youth from non-disadvantaged families who are at risk of dropping out of school. With the current restrictions and limitations on the use of JTPA funds, MYP will be used increasingly by program operators to target youth who need employment and training services to remain in school or return to school.

People interviewed for this report

Private Industry Council 5

Bill Zanin, guidance counselor and instructor
Kevin Acquard, instructor
Mindy Buchtel, participant
Tony Gaasterland, participant

Winona County

Ruth Erickson, instructor
Mary Brunkow, SDA staff
Becky King, SDA staff
Staci Googins, participant
Chuck Speltz, participant

Northwest SDA

John Nelson, SDA staff
Dixie Holen, instructor
Arty Mashburn, participant
Melanie Rivera, participant

St. Paul SDA

Gary Ales, guidance counselor and instructor
Matt Toensing, participant
Jeremy Walker, participant

Instructor Survey #1
Private Industry Council 5
New London-Spicer Senior High School

To serve the greatest number of area youth who need remedial education and summer work experience, Private Industry Council (PIC) 5 announced the availability of grant funds to providers in the 11-county area. Requests for proprosals were sent to 70 middle, junior and senior high schools to develop summer school programs. Fourteen schools responded with proposals and 10 were awarded funding by the PIC, which used funds from JTPA Title II-B and the Minnesota Youth Program. The funds covered the students' wages, teachers' salaries and the cost of leasing Discover computer software. The school provided classroom space and equipment.

The New London-Spicer Senior High School, one of the grant recipients, conducted one remedial education class for 27 students. New London's summer school program lasted for six weeks — June 11 through July 26 — with one week off during the July 4th holiday.

Interviews were conducted with Bill Zanin, director of the program and a guidance counselor at the school; Kevin Acquard, the remedial education math teacher; and Mindy Buchtel and Tony Gaasterland, youth participants. The program targeted ninth through twelfth graders who met the at-risk or economically disadvantaged criteria. This program served as the **only** remedial education summer school program in the district.

Goals and Objectives

The PIC's goals for the summer school program were to:

- Help at-risk youth complete school, improve their basic skills and prepare for additional schooling or employment;
- Improve attendance and grades of at-risk students in school; and
- Strengthen collaborative efforts among educators, job training professionals and community-based organizations.

Specifically, the New London summer school program sought to:

- Increase participants' self-understanding and self-esteem;
- Provide opportunities for youth to experience success in school;
- Maintain or provide remedial education for students' deficiencies in reading, math, study skills, job-seeking and job-keeping skills; and
- Provide at-risk youth with the opportunity to gain work experience and work readiness skills.

Service Delivery

The summer school class met for 16 hours each week, from 8 a.m. to noon, Monday through Thursday. A total of 100 hours of remedial education was provided. Students were divided into four groups of seven which rotated between math, reading, personal development and career exploration classes.

In the two-hour class sessions, groups of 14 students were instructed by both the reading and math teachers or the personal and career development teachers. During the first hour, one teacher would take the lead with the curriculum while the other served as the teacher's aide. This process would be reversed during the next hour.

In addition, two students in each group acted as teacher's aides. Classes were taught in a group format which emphasized discussion and interaction among participants. Individual attention was also available, especially when students worked on the computer. On Monday through Thursday afternoons, the students reported for four hours each day to work sites, which included the local senior high and elementary schools, the cities of New London and Spicer and a local state park.

Teachers were selected for the program based on their experience with at-risk youth and on their ability to empower and affirm the students. The emphasis in all the classes was not on grades, but on showing the students that they could be successful. Instructors determined success by the students' participation in the classes.

Curriculum

Reading: The students practiced their skills by reading a number of short stories and writing in a journal. Students also received instruction in study skills such as time management, listening and note-taking.

Math: Instruction focused on graphing, probability and learning basic math skills on the computer. Math teacher Kevin Acquard emphasized the need to translate math lessons to experiences on the job. He said at-risk youth need to see the connection between their jobs and their school work.

Personal Development: The curriculum focused on Youth Effectiveness Training, which emphasized communication, conflict resolution, self-esteem and assertiveness skills. The instructor, Lynn Dwyer, is a certified effectiveness trainer.

Career Exploration: The ACT-Discover computer career program helped the students explore careers, identify career interests and skills, find occupations that relate to their interests, compare possible occupations, make educational plans and plan future career steps. The *I'll Take Charge* workbook was also used to help the students set goals.

On the last day of summer school, the students organized a field trip to St. Cloud , which included a visit to a local radio station and tours of St. Cloud Technical College and St. Cloud State University.

Incentives and Barriers

All participants were paid minimum wage for their hours in the classroom and on the work site, which, in effect, made attending summer school like working on a job. In addition, students could earn one-half an elective credit for successfully completing the program. Once the students entered the program, the curriculum served as an incentive to stay in the class. Students particularly enjoyed the opportunity to learn how to use computers and to explore different career options. Tony Gaasterland, 17, a senior, said the Discover program helped him to focus his career interests and find the technical college that would prepare him for his career.

Consequences for inappropriate behavior were also emphasized. Students who were late more than 10 minutes were docked pay for that entire hour. An absence from school in the morning prohibited attendance at work in the afternoon. After two un-excused absences, students were asked to leave the program. The biggest barrier to attendance was when parents made excuses for their children. Transportation was not a problem because the program served a small area.

Targeting and Assessment

Students were identified for participation in summer school by guidance counselors based on the criteria of economic need or at-risk status. Eligible students received written notification about the program and attended an orientation. Applications were distributed at this meeting and individual sessions were also conducted to encourage participation in the program.

Once they were admitted to summer school, participants' abilities were assessed using a local norms test developed by Bill Zanin. The test compared students to their peers within a 15-school-district area. Students were tested again at the end of the program and will be re-evaluated for improvement in grades later in the year. Post-test results indicated academic gains for most of the students, but Zanin emphasized that the primary goal of the program was to improve students' self-esteem and attitude toward school, a much harder outcome to measure. (See Appendix A for raw scores.)

Reactions to the Program

At the end of the summer, a program evaluation was distributed to students and parents. (See Appendix B.) Responses were generally positive with some suggestions about how to better advertise the program in the future. Both instructors and students said they enthusiastically support the program. Smaller groups with low student-to-teacher ratios of 7:1 allowed the teachers more time to spend with the students. Students who may have been tentative about the program at first, later spoke up in class and developed relationships with teachers and their fellow students.

One of the most important achievements of the program was to allow the students the opportunity to develop a positive relationship with an adult and to experience a feeling of success in the classroom. Because the teachers came from the high school, the relationship that was developed during summer school could continue throughout the school year. The students already have demonstrated changes in study habits and better rapport with teachers.

Students' Comments

Mindy Buchtel, 16, a freshman, said, "The smaller class size made it easier for me to think and learn. Bigger classes have too many distractions. The opportunity to work on computers was something I didn't have in my regular classes. Working with the Discover program helped me realize my interests and decide on a career in day care. I really like school now."

Tony Gaasterland, 17, a senior, said, "It was like a job. Getting paid was great. The career exploration class and the study skills were helpful too."

Parents' Comments

"My daughter really enjoyed the program. I had no trouble ever getting her up to go."

"It gives the kids an extra boost with summer school plus they're still able to earn some money."

"Working with the other kids was very good for my daughter. She seems to be able to talk to people more easily and openly after being in the class."

Appendix A
Local Norms Achievement Test Raw Scores

Student	Grade	Pre-test score		Post-test score		Variation	
		Read	Math	Read	Math	Read	Math
1	10	149	450	154	510	+5	+60
2	10	114	364	115	403	+1	+39
3	9	93	225	113	417	+20	+192
4	8	98	369	124	196	+26	-173
5	10	123	329	141	328	+18	-1
6	9	107	187	149	208	+42	+21
7	9	121	354	153	382	+32	+28
8	9	137	367	150	467	+13	+100
9	7	34	121	44	161	+10	+40
10	8	93	408	133	381	+40	-27
11	10	100	231	98	240	-2	+9
12	9	150	493	142	652	-8	+159
13	8	108	122	98	133	-10	+11
14	11	132	376	134	386	+2	+10
15	11	192	304	206	459	+14	+155
16	10	97	279	109	291	+12	+12
17	9	114	348	113	402	-1	+44
18	10	98	301	108	317	+10	+16
19	9	158	400	162	436	+4	+36
20	8	94	222	110	295	+16	+73
21	10	214	456	214	435	0	-21
22	11	188	249	162	426	-26	+177
23	9	116	425	160	535	+44	+90
24	9	229	391	219	503	-10	+112

Reading skills
Seventeen students demonstrated gains. The average gain was 10.5 points.

Math skills
Twenty students demonstrated gains. The average gain was 48.4 points.

Appendix B
Student and Parent Evaluations

Student Ratings of the Program (most to least helpful)

1. What was your favorite thing about summer school?

Answers: Discover program, computer work, career planning skills, a half day of school, learning new things and making new friends

	Percentages				
	Most helpful				Least helpful
	1	**2**	**3**	**4**	**5**
Math	9	27	32	13	18
Reading	13	27	41	4	13
Effectiveness Training	36	46	9	4	4
Career Exploration	50	32	18	0	0

2. What would you change about summer school next year?

Answers: Nothing, smaller groups, shorter classes, longer breaks, longer summer session, different activities and earlier time

Parent Evaluation (number of parents responding to questions)

1. Did your child benefit from the instruction?

Yes - 14 No - 0 Uncertain - 3

2. Were you made aware of the purposes and curriculum of the summer school program?

Yes - 9 No - 6

3. How would you evaluate the summer school program?

Most helpful		(rating scale)		Least helpful
5	**4**	**3**	**2**	**1**
		(number of responses)		
4	7	3	1	0

4. Do you have any suggestions for improving the program?

Answers: Provide more information to parents about the program and allow students to experience a variety of jobs.

Instructor Survey #2
Winona Job Service Office

The Winona County remedial education project was initiated four years ago by the Winona Jobs and Training Office in conjunction with the Winona Middle School and, starting this year, with the Winona Senior High School. The recruitment of participants for the 1990 program began in January and included an orientation at local schools.

The Jobs and Training Office conducted a remedial education program at the senior high school for 20 youth, 14 of whom successfully completed the program. The schools provided transportation, class space and equipment. The program cost $2,300 or $115 per participant and was funded by the Minnesota Youth Program and with JTPA Title II-B funds.

The Winona Summer School Program was conducted over a six-week period — June 11 to July 20 — during the regular school district's summer school. Interviews were conducted with Ruth Erickson, instructor for the work and living skills class, and Mary Brunkow and Becky King, SDA staff. Additional interviews were conducted with two youth participants, Staci Googins and Chuck Speltz. The program was targeted to seventh, eighth and ninth graders identified by their school guidance counselors, teachers or school administrators as being at risk of dropping out of school.

Goals and Objectives

The goals of the program were to:

- Assist students in maintaining or improving their grade level in reading and math;
- Encourage students to take a more active role in their own learning process;
- Allow ninth-grade students to earn academic credit toward their high school diplomas.

Service Delivery and Curriculum

Classes met every weekday morning for three hours, providing a total of 87 hours of remedial education. The curriculum included one hour each of reading, math and work and living skills. The group was split in half for the reading and math classes and consolidated for the work and living skills class. In the afternoon, students spent three hours at their work site. The program used one peer tutor for every two students. The tutors, who assisted with class work and supervised the youth at their work, were education majors from Winona State University and were paid $4.85 per hour.

The reading and math instructors were licensed public school teachers.

In the reading class, George Thimmesch followed a broad curriculum that included everything from diagramming sentences to writing short stories. Instruction focused on thinking, listening, reading, writing and speaking. Instruction occurred in a group setting, but individual attention was also available.

The math class, taught by Ellie Matthees, emphasized individualized learning in practical math skills in areas where the students were deficient. (See Appendix C for a detailed course description.) Matthees tailors instruction for the math comprehension of the students. She said, "A feeling of success is essential for normal growth."

The work and living skills class was taught by Ruth Erickson, an employee of the Winona Jobs and Training Office. The curriculum for this class, which was developed by Erickson, focused on job-seeking and job-keeping skills. The skills mirrored the 11 Youth Employment Competencies, including decision-making, labor market information, resumes, applications, interviewing, punctuality, attendance, positive work place behavior, appearance, interpersonal relations and effective task completion.

To vary the activities and keep the youth interested in the class, Erickson had them spend two days a week on special programs. Once a week speakers would be brought in to discuss issues such as sexuality, decision-making skills or alcohol and drug abuse. Once a week the class would travel to a local business or public agency to view its operations and to listen to employers discuss what they expected from their employees. A highlight of this summer's class was a visit to the Law Enforcement Center where the students learned about possible careers in law enforcement and also had the opportunity to view the lock-up section. Last year's class visited the Mayo Clinic in Rochester.

Besides their roles in the classrooms, the peer tutors, who are an essential part of this program, are the lead workers on the work site and serve as mentors, advisors and role models to the students. Peer tutors provided the individualized attention and extra help necessary for the students to complete the summer school program successfully .

Incentives and Barriers

All participants were paid minimum wage, $3.80 an hour, for their time at work. In addition, 15 out of the 20 participants, who were ninth graders, could earn a total of two academic credits towards their high school diploma — one-half credit for successfully completing each class and another half-credit for the work experience. Participants knew that they would not be allowed to go to their job and get paid unless they attended classes in the morning. Providing paid work experience was an incentive for attending the classes. If the students were fired or quit their job, they would not be allowed to continue in the class. In addition, awards were given at the end of the program to students who had no unexcused absences.

The greatest barrier to successful completion was students with negative attitudes toward the program. Also, the SDA staff found that some parents tended to support the negative behavior of their children by allowing them to skip class and work. Thimmesch agreed that lack of support from parents of the students acted as a barrier to success in the program.

Targeting and Assessment

Participants, who were recommended for the summer school program by their school guidance counselors, teachers and administrators, attended an orientation conducted by the SDA staff. Upon entry into the program, the participants took the ABLE II tests to determine their reading and math skill levels. Additional tests were conducted by the instructors. ABLE II tests also were administered on the last two days of class. The instructors noted that besides academic enrichment, the students demonstrated positive changes in attitudes toward education and their own ability to succeed in school.

Reactions to the Program

In general, the instructor and SDA staff were pleased with the program, although this year's group of students seemed to possess more barriers to success than previous years. On the other hand, cooperation has developed between the Winona middle and senior high schools, which has provided numerous advantages, including informal follow-up opportunities and access to classroom supplies and transportation. In addition, the principal of the middle school is a member of the local Private Industry Council, which could be a possible ingredient for the program's future success.

An additional strength of this program was the inclusion of the peer tutors in the classroom and on the work site. "We never would have been able to get employers to hire these kids unless we sent the tutors along as lead workers," Becky King, youth program coordinator, Jobs and Training Office, said. Having the peer tutors on the work site meant that the employer would not have to free up staff to supervise the youth workers.

The two students who were interviewed were equally enthusiastic about the program. Staci Googins, a 15-year old sophomore, said, "I learned more math in this summer school class than I have in all my years of school." She said individualized attention from her teacher and peer tutor resulted in her success. Receiving academic credit and having a summer job were incentives for joining and staying in the program, Googins added. She attends school more often, is interested in participating in the program again and has not skipped class at all this year.

Chuck Speltz said the individualized attention and relationship with the peer tutor is what made this program "fun." Both students keep in touch with their peer tutors and said their mothers' support and encouragement helped them stay with the program.

Mary Brunkow, SDA director, said there are advantages to combining remedial education and work experience in the summer months. "Reading and math skills are areas where these young people need help and they are the skills that they will need in the future to succeed on the job. These students earn a paycheck and they experience feelings of accomplishment and success," she added.

Thimmesch said, "This program provides an avenue of positive reinforcement to individuals who otherwise have little or no positives in their lives."

Next year, with the support of the local PIC, the SDA would like to expand the remedial education program to include additional school districts in the county. Transportation and lack of funding are major barriers to achieving this goal at present.

Appendix C
General Mathematics Course Description

I. Whole number operations
- A. Addition — sum, total, addends; horizontal addition
- B. Subtraction — minuend, subtrahend, difference, remainder; borrowing from whole numbers, borrowing from zero
- C. Multiplication — multiplicand, multiplier, product; two or more digits, multiplying with zeros
- D. Division — dividend, divisor, quotient; remainders, division with zeros, averaging

II. Fractions
- A. Terms
- B. Like and complex fractions, proper and improper fractions, mixed numbers
- C. Reduction to lowest terms
- D. Common fractions, like and unlike denominators
- E. Addition, subtraction, multiplication and division of fractions
- F. Changing fractions to decimals
- G. Changing whole or mixed numbers to improper fractions
- H. Changing improper fractions to whole or mixed numbers

III. Decimals
- A. Addition
- B. Subtraction
- C. Multiplication
- D. Division — conversion to percent, changing decimals to fractions

IV. Percent
- A. Conversion to decimals
- B. Conversion to fractions
- C. Percents smaller than one
- D. Recognizing percents - decrease and increase, simple interest

V. Ratio and proportion
- A. Definitions of ratio and proportion
- B. Means and extremes
- C. Comparing numbers using ratios

VI. Measurement
- A. Linear measures
- B. Measures of length
- C. Measures of time
- D. Measures of weight
- E. Liquid measures
- F. Dry measures

VII. Probability
- A. Prediction — possible outcomes
- B. Sample space — ordered pairs
- C. Averages — mean, median, mode

VIII. Elementary algebra
- A. Using letter and number symbols to represent numbers and operations

Instructor Survey #3
Northwest Private Industry Council

In the summer of 1990, the Northwest Private Industry Council (PIC) funded remedial education programs at 10 sites in the seven-county Service Delivery Area, including one at Fosston. Now in its second year, the Fosston summer school program is managed by the Inter-County Community Council through a contract with the Northwest PIC. This year's program served 16 students, ages 14 through 18, from three neighboring school districts. Expenses were paid with a combination of JTPA Title II-B and Minnesota Youth Program funds. There are **no** other summer school programs for youth in need of remedial education in the area.

The Fosston program was offered from June 11 through Aug. 10 with a day of vacation on July 4. Students also participated in week-long job attitude training at the University of Minnesota at Crookston before the start of summer school. Information in this survey is based on interviews with Dixie Holen, remedial education instructor, John Nelson of the SDA staff and youth participants Arty Mashburn and Melanie Rivera.

Goals and Objectives

The goals of Northwest PIC's SYETP/MYP program were to:

- Improve the basic math and reading skills of youth;
- Encourage students to complete school or enroll in alternative programs and
- Provide exposure to the world of work through completion of PIC-recognized Youth Employment Competencies.

Service Delivery and Curriculum

Inter-County Community Council hired one instructor from the McIntosh School District to teach the remedial education class. Classes met every Tuesday and Thursday from 8 a.m. to noon, providing a total of 63 hours of remedial education. Students reported to their job sites for eight hours on Mondays, Wednesdays and Fridays and also worked four hours on Tuesday and Thursday afternoons. The instructor, Dixie Holen, was assisted in class by a teacher's aide provided by the Fosston School District.

During the school day, students went to several different stations. The first station was a large group discussion held in an area where the students could get acquainted and informally share information about their lives. During this time, they would do paperwork and discuss future class activities as well as personal and academic issues. At the beginning of the summer, the students established group rules to be followed by everyone.

The stations following group discussion included individualized instruction in math, spelling, journal writing, functional reading and survival skills. Computers were available at the reading and math stations. Students designed their own schedules and worked at their own pace as they went from station to station. They were required to maintain logs describing their activities, which were monitored by the instructor. Students received individualized assistance from the teacher and teacher's aide.

At the end of the morning session, students returned to the full group to watch recordings of the television show, *21 Jump Street*, which prompted discussions concerning sexuality, drug abuse and other adolescent issues. These group sessions were the most enjoyable station and provided opportunities for students to assume leadership roles.

Incentives and Barriers

All participants were paid $3 an hour while in class and $3.95 during their time at the work site. In this way, school was viewed as a job and students were expected to be responsible, punctual and hardworking. Pay would be deducted from the students' checks if they were late for class or were absent.

Barriers to participation included students' negative impression of school and lack of motivation; however, the Fosston summer school program achieved 100 percent retention and perfect attendance for a number of students. The remedial education instructor drove a van which brought students to and from school, so transportation was not a problem.

Targeting and Assessment

Recruitment of next year's participants begins as soon as the past year's program has ended. Priority areas for targeting include high school dropouts, students on individualized education plans, students who tested two grade levels behind and economically disadvantaged youth.

Because of instructor Holen's background in Special Education, she recognized the importance of maintaining connections to the home school throughout the school year. Once students had been targeted for remedial education, Holen contacted their regular school teachers by phone and in person. She received permission from the students' parents to attend spring staff meetings and used that information to develop individualized plans for each student's summer education.

Students were assessed for skill level in reading, spelling and math at the beginning and end of the summer using the Wide Range Achievement Test. Post-tests revealed significant academic gains in all skill areas for the students. (See Appendix D.) Holen credited the individualized instruction and personal relationship she had developed with each student for this success.

Most importantly, the students proved to themselves that they could have fun while learning. One participant, Melanie Rivera, a 17-year-old junior, said, "I have more confidence toward my school work. I believe in myself and my grades are looking good."

Follow-up

At the end of the summer, Holen wrote a complete report on each student's progress, including recommendations for future planning, and returned it to the regular school teacher. She has been hired as a consultant by the Fosston school to continue her work with one of the summer school participants throughout the school year. Holen's relationship with this student and her ability to motivate his learning is one reason that he is more interested and doing better in school.

Reactions to the Program

The reactions of faculty, administrators and parents to the remedial education program are uniformly positive. As the only summer school program in the area, the SYETP meets the needs of students who would have no other way to catch up in school and prepare for their careers.

Dale Wain, superintendent of the Fosston school district, noted that an important outcome of the program was the change in students' attitudes toward learning. "Once students start to get a positive self-concept, they are much more likely to stay in school and improve their academic performance," he said. "Attitude and achievement go hand in hand."

One of the most important features of the Fosston program was the personal relationship that developed between the students and the remedial education instructor, Dixie Holen. Both parents and students praised Holen for devoting extra time and effort to make the classroom a safe and exciting place to learn. "For youth who have had trouble in school, getting one good report from a teacher can make a world of difference," Holen added. These positive experiences carry on throughout the school year and beyond.

For students, working on the computer was an especially positive aspect of the summer school program. Melanie Rivera, a 17-year-old junior, said she felt smarter and more mature when she used the computer and added that her grades in math and English are higher after being in summer school. Arty Mashburn said the computer was especially helpful in learning reading and spelling.

Another strength of the program was the connection between education and the world of work. Emphasizing punctuality and positive behavior in the classroom translated into successful work experiences. Since students attended school and worked every school day, they were given an opportunity to learn that the same rules which apply in the classroom also apply at work. They could make a connection between achievement in school and success on the job. In this way, the program helped youth to realize that both work and learning are life-long processes.

Appendix D
Wide Range Achievement Test Scores

		Pre-Test			Post-Test			Grade Level Gain		
Student	**Age**	**Read**	**Spell**	**Math**	**Read**	**Spell**	**Math**	**Read**	**Spell**	**Math**
1	18	5E	4E	10B	7B	5B	10E	+1.5	+.5	+.5
2	17	3-	3-	4E	3E	3E	5B	+1	+1	+.5
3	18	11B	4B	12B	11E	5B	12E	+.5	+1	+.5
4	17	6B	4E	12E	N/A	N/A	N/A	N/A	N/A	N/A
5	17	3-	3-	3B	3E	3E	4B	+1	+1	+1
6	18	7B	6B	7B	8E	7B	11E	+1.5	+1	+4.5
7	14	9B	6B	4B	10B	7B	6E	+1	+1	+2.5
8	17	10B	10B	7B	12E	10E	8B	+2.5	+.5	+1
9	17	10E	10E	7E	12+	11B	10E	+2	+.5	+3
10	16	7E	9E	11E	9B	9E	12E	+1.5	—	+1
11	14	3-	3B	6B	3E	4B	9E	+1	+1	+3.5
12	17	8E	6B	8E	10B	7B	9E	+1.5	+1	+1

Numbers under the pre- and post-test columns refer to grade level. B and E refer to the beginning and end of the grade level. Movement from B to E within the same grade level is counted as .5 grade level gain.

All students demonstrated academic gains. The average gains were:

- 1.4 grade levels in **Reading Skills**
- .77 grade levels in **Spelling Skills**
- 1.7 grade levels in **Math Skills**

Instructor Survey #4
City of St. Paul

The Summer Youth Employment and Training Program in the City of St. Paul and related programs are administered by the Center for Youth Employment and Training (CYET), Independent School District No. 625. A total of 66 youth from several area schools enrolled in CYET's 1990 remedial education program and 58 of them successfully completed the program.

Costs of the program included teachers' salaries, youth wages and monetary bonuses for attending and completing the program. The costs were paid by federal JTPA Title II-B funds and the Minnesota Youth Program (MYP). MYP funds, which were critical in 1990 due to JTPA funding reductions and limitations, were used in part to pay tutors for the remedial education class.

The program, which started June 18 and ended July 27, included a total of 60 hours of remedial education. Interviews for this report were conducted with Gary Ales, the instructor, and Jeremy Walker and Matt Toensing, both youth participants.

Goals and Objectives

The goals of St. Paul's summer work experience and remedial education program were to:

- Improve school attendance and completion by youth at risk of failing or dropping out of school;
- Improve students' academic performance;
- Develop young people's employability skills; and
- Provide an opportunity for students who had failed a competency test or were behind in credit to gain credit or pass the competency test.

Service Delivery

Remedial education classes met for two and a half hours — Monday through Thursday. Students were split into two groups that met from 8 a.m. to 10:30 a.m. and from 10:30 a.m. to 1 p.m. All students reported to their work sites in the afternoons. Students could choose to take a class in reading, writing or math, depending on where they needed help. Student enrollments were 14 in reading, 19 in math and 25 in writing.

In general, the classes were designed to allow students to successfully complete the competency test required for graduation from St. Paul public schools. CYET hired three instructors, who are recognized for excellence in teaching, to teach the remedial education classes. The instructors were licensed school teachers from St. Paul schools and had experience with hard-to-serve youth.

Classes met at the CYET office in downtown St. Paul close to business and government activities, a much different learning environment for most students. This setting helped to "take the anxiety out of learning," said Ales. Class size ranged from 10 to 15 students and thus provided a low student-to-teacher ratio. Each teacher was assisted by student tutors, who were college students interested in careers in education. Usually, there was at least one tutor for every two students.

Curriculum

Reading: The reading class focused on word attack skills, vocabulary building and reading comprehension. Before enrolling in this program, most of the students had not completed reading a novel. In six weeks they read five abridged novels. Thirteen out of the 14 students enrolled earned credit for this class.

Math: The curriculum of the math class concentrated on basic computation skills, problem solving and applications to everyday situations. The approach was conventional using a basic text and a lecture format, with a workbook for homework assignments. Short mastery tests were given each week and remedial work was individualized with computers and tutors. Eighteen students earned credit for the class.

Writing: A unique aspect of the St. Paul summer program was its emphasis on improving the writing skills of the participants. The writing class was taught by Ales, who is a teacher, counselor and coach at Humboldt Junior High School. Curriculum for the class was based on the skills needed to pass the City of St. Paul's competency test in writing.

Students were given assignments to write two business letters or compositions each day, producing over 300 pieces of writing by the end of the summer. Every piece of writing was read and critiqued by three student tutors as well as the instructor. Individual assistance was given to students to improve their writing skills. Writing assignments were scored according to the regular school system so that students would know what to expect when they returned to regular school.

The writing class also emphasized the importance of note-taking skills. Student received notebooks at the beginning of the summer and the teacher gave tests on their notes.

An important aspect of all the classes was the high accountability expected of students. Instruction was self-paced, but the students were expected to finish all the assignments and to listen to the teacher's constructive criticism. The teacher placed a call to the homes of tardy or absent students to find out why they weren't there. This personalized attention to the needs of individual students contributed to the program's success. By the end of the summer, 55 percent of the students had achieved perfect attendance.

At the end of the session, 55 percent of the students passed competency tests, including 10 in the math class and eight in the reading class. Writing students were unable to take their competency test at the end of the summer because a panel of teachers had to grade the test. These students are eligible to take the competency test later this year.

Targeting and Assessment

CYET employees who work at the schools target students for St. Paul's summer remedial education program. CYET employs six people who are located in the six largest high schools in the city. These employees work year-round and provide a connection between summer programs and regular school.

Students in need of remedial education were targeted by the CYET staff and school guidance counselors using criteria that included:

- failing a class and falling behind in credit,
- failing one of the City of St. Paul's competency tests required for graduation, and
- falling behind two grade levels on Scientific Research Associates scores.

The criteria indicated which students had the greatest need for services, yet funding did not allow for all students to be served. Due to limited funds and program cutbacks, staff estimated that only 25 percent of the youth needing remedial education were able to attend the program. In fact, Ales said all youth could benefit from the individualized instruction and personal attention offered by the program.

The first step in recruitment of potential participants started in February and included discussions with the regular math, English and "assurance of mastery" teachers. Once students had been identified, they were brought together in small groups and told about the merits of the program. The two participants who were interviewed for this report said they were encouraged to enroll in summer school by Tom Urbansky, the CYET staff person at their high school.

Students' skill levels were assessed at the beginning and end of the summer using the TABE IV test. Academic gains were apparent in all skill areas, with 72 percent of the reading class students showing gains ranging from 0.1 to 3.2 grade levels. All 19 math students improved — from 0.8 to 3.0 grade levels.

Incentives and Barriers

For students in need of remedial education, the SYETP program provides an opportunity to earn academic credit and pass the required competency tests while gaining experience on the job. In the St. Paul program, participants earned $4.25 per hour on the work site and were given cash bonuses for class work. Students could get bonuses of $60 for perfect attendance and $25 for earning academic credit or passing the competency test. An individual remedial education student could earn as much as $850 in wages, be awarded $110 in bonuses, get a credit toward graduation and pass the competency tests. Bonuses paid to participants totaled $3,575.

Reactions to the Program

Jeremy Walker, 16, a sophomore who received a bonus for perfect attendance, said the remedial education program helped improve his grades and gave him valuable work experience. The class was more enjoyable than regular school because the teacher provided more explanation when making class assignments, he added. With the experience of his first job behind him, Walker accepted another job during the regular school year.

Matt Toensing, 16, a junior, said the tutors were an important aspect of the program. "It was like having a teacher for yourself," he said. The small class size and comradeship that developed in the class also made it easier for him to ask his peers for help when he needed it.

Phil Caliguiri, the SYETP coordinator from CYET, said teachers like Ales who could be "motivational leaders" to the youth should be employed in the program. "A positive relationship with a teacher can make all the difference with these kids," he said.

Caliguiri praised the program for maintaining students' skills through the summer while they tested their skills on the job. Next year, the staff proposes implementing more extensive follow-up procedures and allocating funds for a student reunion during the regular school year.

Appendix E

Statistical Summary

Improvement resulting from student participation in remedial education classes:

- 55 percent passed required school competency tests
- 85 percent received high school credit towards graduation
- 55 percent had perfect attendance.

Reading: 10 out of 14 students demonstrated gains ranging from .1 to 3.2 grade levels; 13 students were awarded credit and eight passed the competency test.

Math: 19 out of 19 students demonstrated gains ranging from .8 to 3.0 grade levels; 18 students were awarded credit and 10 passed the competency test.

Writing: All 25 students were awarded credit.

Lessons from the Field

For many youth at risk of dropping out of school, the summer remedial education programs funded by SYETP and MYP provide their only opportunity to maintain or improve skills and to prepare for the world of work. As the preceding surveys suggest, a strong combination of ingredients is required to produce a successful remedial education program.

The programs share some common characteristics, although each is unique and specifically designed to meet the needs of the youth in individual SDAs. In general, successful programs:

- Employ teachers who have experience with at-risk youth and who serve as motivational leaders;
- Provide low student-to-teacher ratios and instruction tailored to the needs of the individual student;
- Utilize peer tutors as mentors and advisors;
- Allow students the opportunity to be successful in the classroom and on the job;
- Connect basic education skills to skills needed at work;
- Foster the development of an ongoing relationship with a supportive and caring adult;
- Approach the young person's educational, emotional and job-related needs in a holistic manner;
- Establish close cooperation between education and jobs and training professionals;
- Focus on improving young people's self-esteem; and
- Provide a safe, exciting learning environment away from the regular classroom.

While all SDAs are faced with the necessity of doing more with less this year, program managers also hope to improve and expand their programs in the coming year. Areas for future program development include:

- Develop more elaborate follow-up procedures to enable staff to better track the progress of students throughout the school year;
- Establish more accurate and comprehensive testing procedures to measure the skill levels of at-risk youth; and
- Create structures to strengthen the connection between summer school and regular school in both curriculum and personnel.

JTPA Title IIB
Summer Youth Employment and Training Program
Statewide Summary

	1988	1989	1990
Total II-B funds available	$8,302,582	$7,846,619	$7,531,468
Total II-B funds expended	$8,533,758*	$8,121,119*	$7,483,053

* Includes expenditure of allowable carryover funds from previous year.

Total participants	6,920	6,711	6,138
Male (%)	54.3	55.5	54.9
Female (%)	45.7	44.5	45.1
Total Remedial Education (%)	N/A	20.0	24.0
Age (%)			
14-15	29.1	36.2	34.7
16-17	43.8	40.8	39.8
18-21	27.1	23.0	25.5
Ethnic group (%)			
Black	7.8	7.9	7.4
Native American	5.6	6.2	6.7
Hispanic	1.6	1.8	1.9
Asian	7.6	8.6	8.4
White	77.4	74.5	75.6
Welfare status (%)			
AFDC recipient	24.6	24.9	23.5
Food stamp	24.7	22.8	29.5
General Assistance	5.0	3.8	3.6
Work Readiness	1.9	1.3	1.6
Supplemental Security Income	4.6	5.0	5.4
Educational status (%)			
High school dropout	4.0	4.0	3.5
Student	82.0	85.7	85.5
High school graduate	13.9	10.3	11.0
Other at-risk indicators (%)			
Limited English ability	4.5	4.0	4.7
Handicapped	26.2	28.5	31.0
Young offender	6.7	8.6	9.7
Recovering chemically dependent	2.2	2.7	3.0
Teen parents	1.7	2.2	1.9
Average weeks participated	12.5	11.2	11.6
Average wage at termination	$4.13	$4.30	$4.31

Minnesota Youth Program
Statewide Summary

	1988	1989	1990
Total MYP Funds Available and Expended:	$2,350,000	$2,850,000	$2,850,000
Total Participants:	2,656	3,466	3,109
Male (%)	50.9	52.6	51.6
Female (%)	49.1	47.4	48.4
Total Remedial Education (%)	N/A	23.0	28.0
Age: (%)			
14-15	26.2	35.7	34.4
16-17	39.8	37.5	36.8
18-21	34.0	26.8	28.8
Ethnic Group: (%)			
Black	5.0	4.3	4.2
Native American	3.0	5.0	4.7
Hispanic	1.0	1.9	1.1
Asian	4.0	5.2	4.2
White	87.0	83.6	85.8
Economic Status: (%)			
Percentage of youth from families whose incomes are			
At or below poverty level	68.4	79.7	86.3
Above poverty level, but at or below 100% of lower living standard	7.3	6.9	2.7
Above 100% of lower living standard, but at or below 125% of lower living standard	3.4	4.4	1.9
Above 125% of lower living standard	20.8	8.9	9.1
Other At Risk Indicators: (%)			
Limited English Ability	N/A	2.3	2.7
Handicapped	19.8	26.5	27.2
Young Offender	N/A	7.5	7.9
Recovering Chemically Dependent	N/A	2.5	2.4
Teen Parents	N/A	2.3	31.2
Youth Welfare Recipients	20.7	19.8	21.9
Foster Child	N/A	5.9	5.1

N/A (data not available)

Northwest Minnesota Private Industry Council

	JTPA Title II-B SYETP		Minnesota Youth Program	
	1989	1990	1989	1990
Total participants	380	310	82	55
Male	192	163	39	18
Female	188	147	43	37
Age group				
14 -15	124	70	25	9
16-17	170	162	32	26
18-21	86	78	25	20
Race/ethnic group				
White	365	291	80	53
Black	2	3	0	0
Hispanic	6	7	1	2
American Indian/Alaskan	3	6	0	0
Asian/Pacific Islander	4	3	1	0
Education group				
School dropout	7	3	1	1
Student	342	276	68	47
High school grad/equiv	4	8	2	1
Post high school atten	26	23	11	6
At-risk group				
Limited English	0	0	0	0
Youth welfare recipients	76	93	12	7
Teen parent	4	3	1	0
Handicapped youth	111	111	15	15
Offender	11	21	1	0
Recovering chemically dependent	2	6	0	0
Foster child	18	20	0	0
Program Activity				
Remedial Education	145	119	0	0
On the Job Training (Public)	88	86	18	13
OJT (Private)	92	70	1	0
Work Experience	105	95	63	42

Rural Minnesota CEP

	JTPA Title II-B SYETP		Minnesota Youth Program	
	1989	1990	1989	1990
Total participants	1,226	1,032	512	459
Male	637	565	264	253
Female	589	467	248	206
Age group				
14 -15	248	201	108	106
16-17	632	528	232	235
18-21	346	303	172	118
Race/ethnic group				
White	1,026		414	388
Black	6	2	5	2
Hispanic	8	12	8	1
American Indian/Alaskan	153	145	74	59
Asian/Pacific Islander	33	40	11	9
Education group				
School dropout	27	27	20	15
Student	999	866	429	398
High school grad/equiv	65	48	23	21
Post high school atten	135	89	40	25
At-risk group				
Limited English	20	30	7	7
Youth welfare recipients	279	229	144	114
Teen parent	25	19	17	14
Handicapped youth	194	209	137	127
Offender	153	134	87	88
Recovering chemically dependent	50	50	25	18
Foster child	119	120	40	56
Program Activity				
Remedial Education		290		65
OJT (Public)		0		0
OJT (Private)		61		0
Work Experience		1,022		416

Northeast Office of Job Training

	JTPA Title II-B SYETP		Minnesota Youth Program	
	1989	1990	1989	1990
Total participants	728	744	258	225
Male	396	408	116	124
Female	332	336	142	101
Age group				
14 -15	181	128	59	34
16-17	277	325	98	81
18-21	270	291	101	110
Race/ethnic group				
White	622	635	209	182
Black	2	5	0	1
Hispanic	3	5	0	0
American Indian/Alaskan	88	88	46	39
Asian/Pacific Islander	13	11	3	3
Education group				
School dropout	77	53	15	9
Student	507	549	189	182
High school grad/equiv	117	102	41	22
Post high school atten	27	40	13	12
At-risk group				
Limited English	21	49	2	11
Youth welfare recipients	336	297	141	95
Teen parent	10	15	4	4
Handicapped youth	57	79	9	23
Offender	49	48	8	9
Recovering chemically dependent	14	6	1	2
Foster child	68	90	25	31
Program Activity				
Remedial Education	46	51	10	1
OJT (Public)	0	0	0	0
OJT (Private)	0	0	0	0
Work Experience	728	744	219	128
Education for Employment	0	0	39	97

Duluth

	JTPA Title II-B SYETP		Minnesota Youth Program	
	1989	1990	1989	1990
Total participants	240	250	88	157
Male	115	123	41	95
Female	125	127	47	62
Age group				
14 -15	49	76	11	6
16-17	134	76	54	89
18-21	57	98	23	62
Race/ethnic group				
White	188	188	76	148
Black	9	12	6	4
Hispanic	3	1	0	1
American Indian/Alaskan	31	36	4	4
Asian/Pacific Islander	9	13	2	0
Education group				
School dropout	6	23	3	4
Student	208	182	81	149
High school grad/equiv	21	30	4	3
Post high school atten	5	15	0	1
At-risk group				
Limited English	6	7	0	1
Youth welfare recipients	98	111	34	23
Teen parent	15	11	2	9
Handicapped youth	117	101	56	143
Offender	12	6	0	0
Recovering chemically dependent	14	17	1	0
Foster child	34	20	7	1
Program Activity				
Remedial Education	34	13	58	104
OJT (Public)	0	0	0	0
OJT (Private)	0	0	0	0
Work Experience	240	250	88	157

Private Industry Council 5

	JTPA Title II-B SYETP		Minnesota Youth Program	
	1989	1990	1989	1990
Total participants	627	628	357	283
Male	378	361	216	156
Female	249	267	141	127
Age group				
14 -15	265	261	122	121
16-17	262	243	163	106
18-21	100	124	72	56
Race/ethnic group				
White	546	554	334	272
Black	7	6	5	0
Hispanic	14	8	7	4
American Indian/Alaskan	51	48	7	5
Asian/Pacific Islander	9	12	4	2
Education group				
School dropout	17	14	7	6
Student	562	565	319	259
High school grad/equiv	15	29	9	7
Post high school atten	33	20	22	11
At-risk group				
Limited English	3	8	4	2
Youth welfare recipients	107	131	33	51
Teen parent	10	19	4	4
Handicapped youth	225	287	135	120
Offender	77	91	34	28
Recovering chemically dependent	24	28	13	7
Foster child	51	37	16	11
Program Activity				
Remedial Education	53	152	144	113
OJT (Public)	0	0	0	0
OJT (Private)	0	0	0	0
Work Experience	616	590	357	203
Pre-employment Skills Training		24	0	0
English as a Second Language Training		2	0	0
Classroom Training — Occupational Skills		1	0	0

Southwest Minnesota Private Industry Council

	JTPA Title II-B SYETP		Minnesota Youth Program	
	1989	1990	1989	1990
Total participants	530	358	318	261
Male	309	203	185	144
Female	221	155	133	117
Age group				
14 -15	206	119	169	148
16-17	195	147	93	71
18-21	129	92	56	42
Race/ethnic group				
White	512	346	306	251
Black	4	0	4	0
Hispanic	2	1	1	0
American Indian/Alaskan	7	6	3	5
Asian/Pacific Islander	5	5	4	5
Education group				
School dropout	3	1	3	2
Student	399	286	262	220
High school grad/equiv	78	37	21	13
Post high school atten	50	34	32	26
At-risk group				
Limited English	22	3	1	3
Youth welfare recipients	33	21	18	13
Teen parent	7	10	3	2
Handicapped youth	171	55	121	17
Offender	36	33	14	16
Recovering chemically dependent	6	5	3	3
Foster child	9	4	3	2
Program Activity				
Remedial Education	232	163	221	169
OJT (Public)	105	81	35	44
OJT (Private)	43	35	0	0
Work Experience	159	129	52	46
Try Out Work Experience	3	6	0	1
Job Placement	0	2	1	2
Other Classroom Training	1	0	1	1

South Central Minnesota Private Industry Council

	JTPA Title II-B SYETP		Minnesota Youth Program	
	1989	1990	1989	1990
Total participants	258	221	68	78
Male	133	134	28	36
Female	125	87	40	42
Age group				
14 -15	109	115	11	21
16-17	114	79	38	31
18-21	35	27	19	26
Race/ethnic group				
White	238	199	65	74
Black	3	2	0	1
Hispanic	10	12	0	0
American Indian/Alaskan	4	3	1	1
Asian/Pacific Islander	3	5	2	2
Education group				
School dropout	4	5	1	2
Student	240	206	60	67
High school grad/equiv	4	5	1	4
Post high school atten	10	5	6	5
At-risk group				
Limited English	2	5	0	0
Youth welfare recipients	68	64	9	8
Teen parent	2	5	4	0
Handicapped youth	91	82	16	24
Offender	33	37	4	7
Recovering chemically dependent	10	5	0	1
Foster child	23	19	3	2
Program Activity				
Remedial Education	32	54	0	6
OJT (Public)	1	0	0	0
OJT (Private)	0	0	0	0
Work Experience	243	220	64	69
Case Management	0	0	0	2

Southeastern Minnesota Private Industry Council

	JTPA Title II-B SYETP		Minnesota Youth Program	
	1989	1990	1989	1990
Total participants	349	288	230	248
Male	204	143	132	132
Female	145	145	98	116
Age group				
14 -15	175	134	115	153
16-17	128	102	64	49
18-21	46	52	51	46
Race/ethnic group				
White	293	243	212	237
Black	2	1	3	3
Hispanic	25	23	6	4
American Indian/Alaskan	2	2	2	2
Asian/Pacific Islander	27	19	7	2
Education group				
School dropout	6	5	2	0
Student	326	259	186	248
High school grad/equiv	10	15	6	0
Post high school atten	7	9	36	0
At-risk group				
Limited English	22	14	3	1
Youth welfare recipients	72	43	27	28
Teen parent	4	5	5	6
Handicapped youth	154	105	90	90
Offender	21	12	38	11
Recovering chemically dependent	22	8	22	7
Foster child	21	0	21	8
Program Activity				
Remedial Education	139	128	75	152
OJT (Public)	25	11	0	0
OJT (Private)	16	3	0	0
Work Experience	222	144	155	96
Pre-employment Skills	0	38	0	0
Entry Employment	18	16	0	0

Hennepin-Scott-Carver Counties

	JTPA Title II-B SYETP		Minnesota Youth Program	
	1989	1990	1989	1990
Total participants	410	387	223	227
Male	282	244	144	127
Female	128	143	79	100
Age group				
14 -15	227	226	136	126
16-17	116	98	36	26
18-21	67	63	51	75
Race/ethnic group				
White	339	310	207	191
Black	33	27	5	22
Hispanic	6	6	2	3
American Indian/Alaskan	2	7	3	5
Asian/Pacific Islander	30	37	6	6
Education group				
School dropout	5	2	11	41
Student	376	361	175	152
High school grad/equiv	13	4	11	1
Post high school atten	16	20	26	33
At-risk group				
Limited English	13	13	0	0
Youth welfare recipients	42	57	11	41
Teen parent	5	3	11	41
Handicapped youth	264	276	2	1
Offender	46	48	1	4
Recovering chemically dependent	11	9	0	2
Foster child	40	35	1	0
Program Activity				
Remedial Education	35	17	0	0
OJT (Public)	0	0	0	0
OJT (Private)	1	0	0	0
Work Experience	367	360	212	186

Minneapolis

	JTPA Title II-B SYETP		Minnesota Youth Program	
	1989	1990	1989	1990
Total participants	663	662	115	146
Male	336	324	65	72
Female	327	338	50	74
Age group				
14 -15	360	280	50	31
16-17	220	237	28	56
18-21	83	145	37	59
Race/ethnic group				
White	89	141	24	48
Black	291	269	44	63
Hispanic	7	9	2	1
American Indian/Alaskan	43	49	3	13
Asian/Pacific Islander	233	194	42	21
Education group				
School dropout	1	3	0	0
Student	655	639	100	132
High school grad/equiv	0	1	0	0
Post high school atten	4	19	15	14
At-risk group				
Limited English	63	77	12	6
Youth welfare recipients	387	324	55	132
Teen parent	9	0	1	0
Handicapped youth	88	119	21	23
Offender	0	12	0	7
Recovering chemically dependent	0	5	1	1
Foster child	7	0	0	0
Program Activity				
Remedial Education	189	136	14	5
OJT (Public)	0	0	0	0
OJT (Private)	0	19	0	0
Work Experience	560	425	139	144

St. Paul

	JTPA Title II-B SYETP		Minnesota Youth Program	
	1989	1990	1989	1990
Total participants	475	344	151	76
Male	251	199	81	33
Female	224	145	70	43
Age group				
14 -15	160	109	56	21
16-17	202	154	71	46
18-21	113	81	24	9
Race/ethnic group				
White	152	118	36	30
Black	141	106	51	23
Hispanic	37	24	19	7
American Indian/Alaskan	17	5	6	4
Asian/Pacific Islander	128	91	39	12
Education group				
School dropout	33	16	7	10
Student	414	298	140	65
High school grad/equiv	23	24	0	1
Post high school atten	6	6	4	0
At-risk group				
Limited English	76	15	24	3
Youth welfare recipients	292	213	71	33
Teen parent	32	11	9	1
Handicapped youth	61	48	15	11
Offender	42	44	5	1
Recovering chemically dependent	5	0	3	3
Foster child	26	11	5	0
Program Activity				
Remedial Education	60	66	60	0
OJT (Public)	0	0	0	0
OJT (Private)	0	0	0	0
Work Experience	409	344	151	76

Anoka County

	JTPA Title II-B SYETP		Minnesota Youth Program	
	1989	1990	1989	1990
Total participants	143	170	160	112
Male	92	83	89	69
Female	51	87	71	43
Age group				
14 -15	51	76	82	54
16-17	57	42	52	38
18-21	35	52	26	20
Race/ethnic group				
White	124	145	136	93
Black	2	6	5	2
Hispanic	2	0	3	2
American Indian/Alaskan	5	6	10	2
Asian/Pacific Islander	10	13	6	13
Education group				
School dropout	5	33	6	4
Student	125	127	141	104
High school grad/equiv	11	8	9	2
Post high school atten	2	2	4	2
At-risk group				
Limited English	4	9	3	10
Youth welfare recipients	33	49	18	27
Teen parent	2	2	3	0
Handicapped youth	72	66	42	40
Offender	12	24	14	5
Recovering chemically dependent	5	4	6	2
Foster child	25	22	29	0
Program Activity				
Remedial Education	29	78	63	36
OJT (Public)	0	0	0	0
OJT (Private)	0	0	0	0
Work Experience	82	127	147	106
School-to-Work Transition	18	3	3	0
Job Placement	0	38	0	0

Dakota County

	JTPA Title II-B SYETP		Minnesota Youth Program	
	1989	1990	1989	1990
Total participants	158	206	82	65
Male	112	141	64	45
Female	46	65	18	20
Age group				
14 -15	69	121	50	52
16-17	55	59	26	7
18-21	25	26	6	6
Race/ethnic group				
White	134	172	80	62
Black	5	7	1	0
Hispanic	0	4	0	1
American Indian/Alaskan	0	3	0	0
Asian/Pacific Islander	19	20	1	2
Education group				
School dropout	7	5	0	0
Student	135	183	72	57
High school grad/equiv	10	8	6	5
Post high school atten	6	10	4	3
At-risk group				
Limited English	16	19	0	0
Youth welfare recipients	19	32	0	0
Teen parent	1	1	0	0
Handicapped youth	84	119	1	0
Offender	38	39	0	2
Recovering chemically dependent	5	12	0	0
Foster child	28	19	0	0
Program Activity				
Remedial Education		83		0
OJT (Public)		0		0
OJT (Private)		1		0
Work Experience		122		65

Ramsey County

	JTPA Title II-B SYETP		Minnesota Youth Program	
	1989	1990	1989	1990
Total participants	149	149	227	96
Male	82	90	116	47
Female	67	59	111	49
Age group				
14 -15	73	79	114	42
16-17	42	46	72	38
18-21	34	24	41	16
Race/ethnic group				
White	113	115	181	75
Black	8	6	13	3
Hispanic	7	5	6	2
American Indian/Alaskan	3	7	3	3
Asian/Pacific Islander	18	16	24	14
Education group				
School dropout	3	4	4	3
Student	143	139	221	90
High school grad/equiv	1	6	1	5
Post high school atten	2	0	1	1
At-risk group				
Limited English	2	2	2	2
Youth welfare recipients	31	30	38	24
Teen parent	4	1	7	1
Handicapped youth	79	86	99	48
Offender	16	6	19	6
Recovering chemically dependent	0	0	0	0
Foster child	23	20	27	6
Program Activity				
Remedial Education	42	64	47	53
OJT (Public)	0	0	0	0
OJT (Private)	0	0	0	0
Work Experience	151	149	287	96

Washington County

	JTPA Title II-B SYETP		Minnesota Youth Program	
	1989	1990	1989	1990
Total participants	78	92	98	99
Male	41	51	51	56
Female	37	41	47	43
Age group				
14 -15	5	7	3	5
16-17	41	50	52	54
18-21	32	35	43	40
Race/ethnic group				
White	73	85	93	92
Black	1	0	1	0
Hispanic	0	2	0	2
American Indian/Alaskan	0	1	0	1
Asian/Pacific Islander	4	4	4	4
Education group				
School dropout	5	18	6	21
Student	69	61	84	65
High school grad/equiv	1	6	1	6
Post high school atten	3	7	7	7
At-risk group				
Limited English	3	4	3	4
Youth welfare recipients	2	5	3	6
Teen parent	5	4	5	4
Handicapped youth	39	50	41	53
Offender	9	15	10	17
Recovering chemically dependent	10	18	10	19
Foster child	18	28	19	28
Program Activity				
Remedial Education	38	42	38	43
OJT (Public)	0	0	0	0
OJT (Private)	0	0	0	0
Work Experience	69	85	87	91
Assessment	77	89	95	96
Entry Employment	1	0	1	0

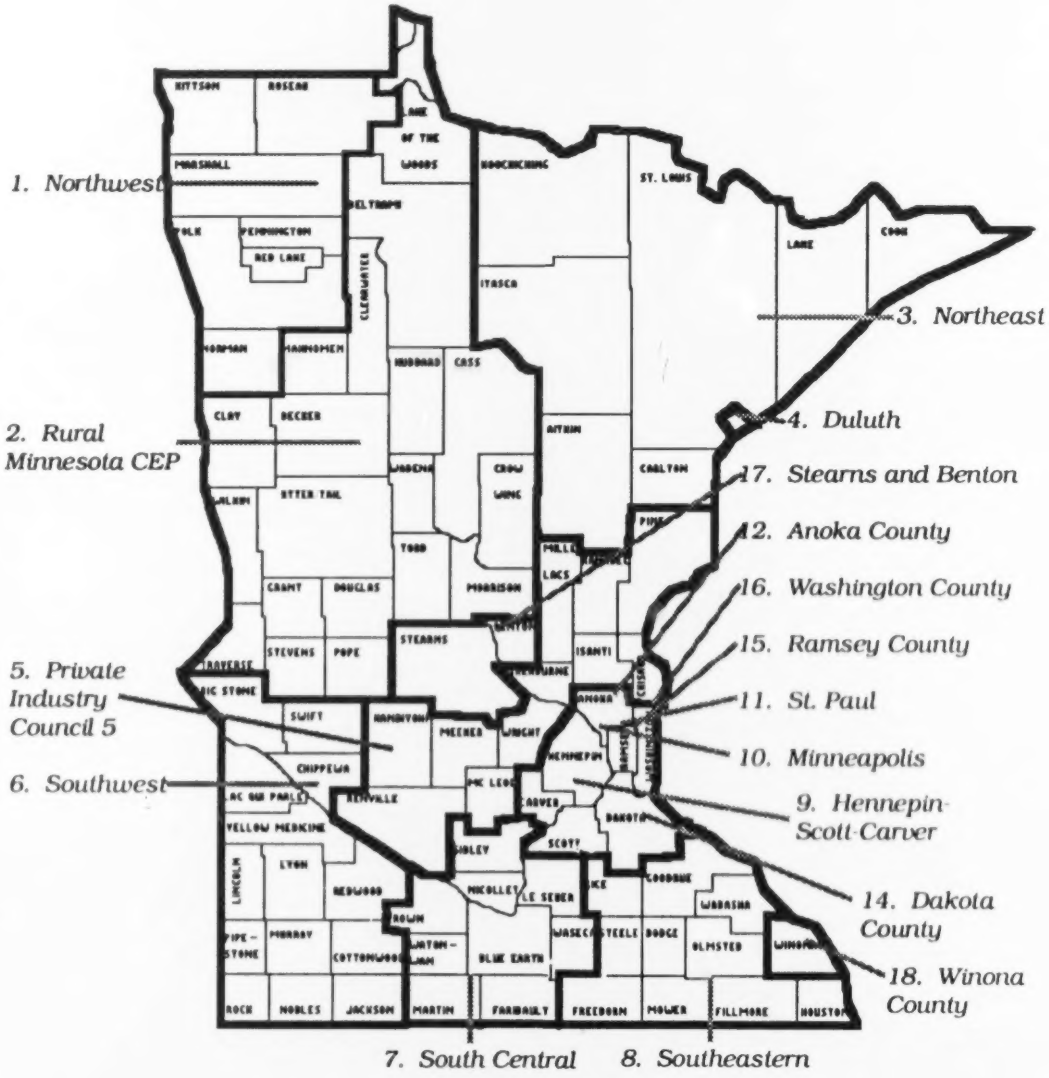
Stearns/Benton County

	JTPA Title II-B SYETP		Minnesota Youth Program	
	1989	1990	1989	1990
Total participants	235	224	245	229
Male	131	110	133	113
Female	104	114	112	116
Age group				
14 -15	97	103	98	99
16-17	99	84	103	90
18-21	29	37	44	40
Race/ethnic group				
White	210	195	219	200
Black	1	1	1	1
Hispanic	3	0	3	0
American Indian/Alaskan	3	1	3	1
Asian/Pacific Islander	18	27	19	27
Education group				
School dropout	4	4	3	4
Student	224	213	232	216
High school grad/equiv	1	3	2	3
Post high school atten	6	4	8	6
At-risk group				
Limited English	17	27	18	27
Youth welfare recipients	55	27	57	28
Teen parent	5	5	6	5
Handicapped youth	78	85	77	87
Offender	22	20	25	20
Recovering chemically dependent	0	3	1	3
Foster child	7	3	8	3
Program Activity				
Remedial Education	74	66	10	66
OJT (Public)	33	16	0	18
OJT (Private)	13	6	0	0
Work Experience	121	199	47	190
English as a Second Language Training	17	25	1	26

Winona County

	JTPA Title II-B SYETP		Minnesota Youth Program	
	1989	1990	1989	1990
Total participants	75	73	51	35
Male	38	29	24	11
Female	37	44	27	24
Age group				
14 -15	25	22	21	1
16-17	18	13	7	10
18-21	32	38	23	24
Race/ethnic group				
White	73	66	48	34
Black	0	3	0	0
Hispanic	1	0	1	0
American Indian/Alaskan	0	0	0	0
Asian/Pacific Islander	1	4	2	1
Education group				
School dropout	2	0	0	0
Student	42	38	28	9
High school grad/equiv	6	3	4	9
Post high school atten	25	22	19	17
At-risk group				
Limited English	1	4	2	0
Youth welfare recipients	8	6	3	0
Teen parent	0	2	1	0
Handicapped youth	28	28	19	5
Offender	2	3	0	0
Recovering chemically dependent	2	8	0	1
Foster child	5	6	0	0
Program Activity				
Remedial Education	22	20	0	0
OJT (Public)	0	0	0	0
OJT (Private)	0	0	0	0
Work Experience	75	73	51	35

Job Training Partnership Act service delivery areas (SDAs)



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2. RURAL MINNESOTA CONCENTRATED EMPLOYMENT PROGRAM INC.
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3. NORTHEAST MINNESOTA OFFICE OF JOB TRAINING
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4. CITY OF DULUTH SDA
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5. PRIVATE INDUSTRY COUNCIL 5
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6. SOUTHWEST MINNESOTA SDA
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7. SOUTH CENTRAL PRIVATE INDUSTRY COUNCIL
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10. MINNEAPOLIS EMPLOYMENT AND TRAINING PROGRAM
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12. ANOKA COUNTY SDA
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15. RAMSEY COUNTY SDA
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16. WASHINGTON COUNTY SDA
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17. STEARNS/BENTON SDA
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18. WINONA COUNTY TRAINING AND EMPLOYMENT COUNCIL
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